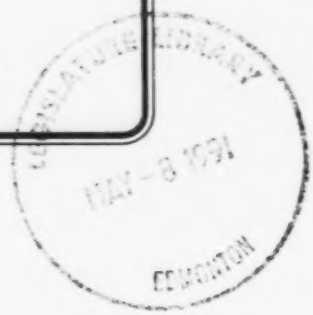
UPDATE ON

TEACHER SUPPLY AND DEMAND

IN ALBERTA

1990/91



Alberta
EDUCATION

Update on Teacher Supply and Demand in Alberta 1990/91

Report on the Results of the Fall 1990 Follow-Up Survey of the Conference of Alberta School Superintendents (CASS)

Planning and Information Services Division
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I. EXECUTIVE SUMMARY

A follow-up survey of school superintendents was conducted in Fall, 1990, on teacher supply and demand in Alberta with the cooperation of the Conference of Alberta School Superintendents. The response rate was nearly 98%. The key findings of the survey are highlighted in this summary.

Teachers Hired

- By mid-Fall, 1990 Alberta superintendents hired over 3100 new teachers FTE for 1990/91, down somewhat from over 3200 FTE hired in 1989/90.

- New teachers comprise 11% of the teaching force this year. This proportion varies by region in the province ranging from highs in the north of 19.5% in Zone One and 16.5% in Zone Two to a low of 7.6% in the south (Zone Six). The proportion is 9.6% for the Edmonton and Calgary Boards.

Teacher Recruitment

- Even though fewer new teachers were hired, over 63% of the superintendents indicated they had increased their recruitment efforts, including three of the four Edmonton and Calgary boards. This ranged from highs in the north (over 82% in Zone Two and more than 68% in Zone One) and the south (nearly 69% in Zone Five and almost 67% in Zone Six) to about half the boards in central Alberta (just under 53% in Zone Three and 47% in Zone Four).

- The most frequently cited recruitment adjustments included: started teacher recruitment earlier in the year, increased efforts to recruit out-of-province teachers, and increased efforts to recruit Alberta Faculties of Education graduates.

- Applications for teaching positions are scarce in the following subject areas: French and French immersion, music/band, sciences and math/science combinations, counselling, industrial arts, home economics, and vocational education.

- Applications for teaching positions are abundant in the following subject areas: elementary generalists, physical education, social studies, and language arts.

Letters of Authority

- By January 31, 1991, 12% more letters of authority were issued in this school year than were issued by the end of January, 1990 in the previous school year. Superintendents reported letters of authority most frequently in the following subject areas: French/French immersion, elementary generalists in remote areas, special education, and subject combinations.

Enrollment Growth and Teacher Turnover

- Preliminary information indicates that student enrollments have increased this year, and there are more teachers this year than last in the province. As fewer new teachers were hired, teacher turnover (retirements, resignations, leaves) seems to have decreased. The lower rate of teacher turnover has partially offset the effect of enrollment growth on teacher demand for 1990/91.

Staffing Adjustments for Unfilled Teaching Positions

- There were 300 unfilled teaching positions when school started in September. Over 200 of these were in Edmonton and Calgary. While most of these positions were likely the result of enrollment increases and were filled within a few weeks, nearly 15% of the superintendents reported that there were positions they were unable to fill. At least 35 teaching positions remained unfilled in mid-November 1990, up from about 20 unfilled positions reported the previous year. The most frequently mentioned subject areas of unfilled positions included: French immersion, special education, counselling, and subject combinations.

- Nearly 40% of the superintendents reported making adjustments in staffing to handle unfilled or unfillable positions, including three of the four Edmonton and Calgary boards. This ranged from highs in the north of nearly 65% in Zone Two and almost 53% in Zone One to a low of under 12% in central Alberta (Zone Four).

- The most frequently mentioned adjustments made to staffing included: hired applicants less qualified or less suitable than usual, delayed program implementation, arranged substitute coverage while continuing to search, reassigned teachers, increased teaching load of administrators, and cancelled courses.

Shortages of Substitute Teachers

- Over 63% of the superintendents reported shortages of substitute teachers this year. This proportion ranges from a high of 94% (Zone Two) to 47% in central Alberta (Zone Four). All of the Edmonton and Calgary Boards reported shortages of substitute teachers.

- The subject areas most frequently cited in which there is a shortfall of substitute teachers included: French, French immersion, junior/senior high (all subjects), music/band, high school sciences, and vocational education.

Potential for Teacher Shortages in Alberta

- Over half (54.6%) of the superintendents are of the opinion that teacher shortages are developing in their jurisdictions. Of these, 56.3% expect shortages primarily in specific subject areas.

- The proportion of superintendents expecting teacher shortages ranges from highs in the north of 73.7% in Zone One and 70.6% in Zone Two to a low of 35.3% in central Alberta (Zone Four). The proportion of superintendents in Zone Five expecting a teacher shortage is also quite high: 62.5%. Half of the Edmonton and Calgary boards are expecting teacher shortages to develop, and nearly half of the boards in the south (47.6% in Zone Six) and in Zone Three (47.2%) are expecting shortages.

- Just over one-quarter (26.9%) of the superintendents do not anticipate teacher shortages in their jurisdictions. The majority of these cite proximity to the large cities as the primary reason they are not likely to experience teacher shortfalls.

- Ten percent of the superintendents are uncertain as to whether or not teacher shortages are developing in their jurisdictions, and nearly 8% did not comment on the prospect of teacher shortages in their jurisdictions.

II. INTRODUCTION

Purpose of the Survey

The Fall 1990 survey of the Conference of Alberta School Superintendents (CASS) on teacher supply and demand is a follow-up to the 1989/90 survey of superintendents. It is part of the teacher supply and demand project undertaken by the Cooperative Committee on Research in Teacher Education (CCRTE). The results of the 1989/90 survey indicated that many school systems, especially those in rural areas of Alberta, were having difficulty filling teaching positions. Some specialty subject areas were particularly affected. Alberta Education conducted a follow-up survey in the Fall of 1990 in cooperation with CASS and CCRTE to determine if the difficulties had been alleviated, were continuing, or were worsening; if teacher shortages were developing; and if school systems were able to continue to make adjustments to cope with any shortfalls.

Methodology/Response Rate

A survey instrument was developed in September and October, 1990 and mailed to all school superintendents in the province in mid-October. The sample questionnaire is included in this report (pages 49-50).

Responses were received from 137 of the 141 active school systems in Alberta. The actual number of respondents was 130, as several superintendents serve two or more school systems. Three superintendents representing four school systems in Zone Six did not respond, for a response rate of 87.5% in that zone. All other zones had a response rate of 100%, for a total provincial response rate to the survey of 97.7%.

Responses were analyzed by zones, with the Edmonton and Calgary school systems, the major urban boards, considered as a separate group. Province-wide results were also calculated. Provincial results, zone results, and major urban board results are presented in this report. The map at right shows the location of the zones.

Information on teachers maintained by Alberta Education, such as the number of teachers in each zone and the number of letters of authority issued, was also used in the preparation of this report.

III. PROVINCIAL RESULTS

1. How many teachers (FTE) are employed by your jurisdiction this school year (90/91)?

2. How many teachers (FTE) did you hire this year?

Questions 1 and 2 provided data that enabled comparisons with the 1989/90 CASS teacher supply and demand survey regarding new teachers as a proportion of total staff. As there appeared to be some inconsistencies among respondents in reporting staff as FTEs or actual numbers of teachers, preliminary 1990/91 FTE teaching staff information maintained by Alberta Education Information Services was used in calculating new teachers as a proportion of total staff. This source was also used for 1989/90 total staff data. The results for 1990/91 are summarized by zone and compared to the corresponding rates for 1989/90 in Table 1 below.

Table 1: New Teachers (FTEs) as a Proportion of Total Staff, by Zone

	1989/90			1990/91		
Zone	Total Staff	New Tchrs	%	Total Staff	New Tchrs	%
Zone One	1,894	437.8	23.1%	1,924	375.5	19.5%
Zone Two	2,017	321.8	16.0%	2,055	339.6	16.5%
Zone Three*	4,825	573.2	11.9%	4,831	478.6	9.9%
Zone Four	2,291	282.0	12.3%	2,322	248.8	10.7%
Zone Five**	1,681	212.1	12.6%	1,810	246.3	13.6%
Zone Six	2,699	243.3	9.0%	2,717	207.4	7.6%
Urban Boards	12,911	1,216.2	9.4%	12,988	1,243.0	9.6%
TOTAL	28,418	3,286.4	11.6%	28,647	3,139.2	11.0%

* Excluding Edmonton Public and Edmonton Separate.
** Excluding Calgary Public and Calgary Separate.

Table 1 indicates that, overall, new teachers as a proportion of all staff has declined somewhat (from 11.6% in 1989/90 to 11.0% in 1990/91). While the total number of teachers in the province has increased slightly (from 28,418 to 28,647), the number of new teachers hired has decreased slightly (from 3,286 to 3,139).

From 1989/90 to 1990/91, the proportion of new teachers declined slightly in Zone One (from 23.1% to 19.5%), Zone Three (11.9% to 9.9%), Zone Four (12.3% to 10.7%), and Zone Six (9.0% to 7.6%). Modest increases in the proportion of new teachers occurred in Zones Two, Five and the Major Urban Boards.

3. How many teacher vacancies (FTE) did you recruit to this school year?

Responses to this question were not analyzed and reported, as interpretations of the question varied so widely that the data could not be used.

4. **How many teacher vacancies (FTE) did you have when school started in September, 1990?**

Responses regarding the number of vacant positions as of September, 1990 are summarized in Table 2 below.

Table 2: Vacancies by Zone as of September, 1990

	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6	Cities	Total
With	7	8	12	0	5	6	4	42
Without	12	9	24	17	11	15	0	88
Total	19	17	36	17	16	21	4	130
% Yes	36.8%	47.1%	33.3%	0.0%	31.3%	28.6%	100%	32.3%
# Vacancies	12.4	19.5	13.7	0.0	16.0	13.0	219.8	300.4

The proportion of superintendents reporting vacancies as of September was highest in the Major Urban Boards (100%), Zone Two (47.1%) and Zone One (36.8%). The proportion was lowest in Zone Six (28.6%), while Zone Four reported no remaining teacher vacancies.

The number of vacancies reported as of September, 1990 was quite small, with the exception of the Major Urban Boards, which reported 219.8 vacancies. These vacancies appear to be primarily the result of enrollment increases. The vast majority were filled shortly after school opened, as these boards reported few vacancies they could not fill.

5. **If you had teacher vacancies you could not fill, please list the subject-area and grade level of each unfilled position.**

Table 3 summarizes by zone the number and percentage of superintendents who indicated they had vacancies that could not be filled.

Table 3: Vacancies that Could Not Be Filled, By Zone

	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6	Cities	Total
Yes:	4	6	5	0	2	0	2	19
No:	15	11	31	17	14	21	2	111
Total	19	17	36	17	16	21	4	130
% Yes	21.1%	35.3%	13.9%	0.0%	12.5%	0.0%	50%	14.6%
# Vacancies	4	12	8	0	5	0	6	35

The Major Urban Boards had the highest proportion of superintendents reporting vacancies that could not be filled (50%) followed by Zone Two (35.3%) and Zone One (21.1%). Rates were low or zero in all other zones.

The total number of vacancies that could not be filled in the province was 35; Zone Two (12) and Zone Three (8) reported the highest numbers. These figures should be interpreted with caution, however, as some respondents listed only the subject areas (and not the numbers) of unfilled vacancies.

The subject areas of unfilled positions most frequently cited were French/French Immersion (9), Special Education (4.5), Counselling (4) and various specialized combinations (3). No other subject area was mentioned more than once.

6. **How many teachers holding letters of authority did you hire for fall, 1990? In what areas (subjects or grade levels)? How many teachers holding letters of authority did you hire last year (1989/90)?**

Table 4 summarizes by zone the number of reported letter-of-authority teachers hired for 1989/90 and for 1990/91.

Table 4: Letters of Authority by Zone (1989/90, 1990/91)

Year	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6	Cities	Total
89/90	25.0	10.0	10.0	4.0	4.3	1.0	8.0	62.3
90/91	20.0	14.0	21.0	7.0	7.4	4.0	13.0	86.4

Respondents reported 86.4 letters of authority for 1990/91 and 62.3 for 1989/90. However, 16 superintendents did not answer this question for 1989/90, while only one did not answer for 1990/91, and some reported temporary letters of authority as well. According to Alberta Educations records, 159 letters of authority have been issued as of the end of January 1991 as compared to 142 by the end of January 1990, an increase of 12%. These numbers include those issued to private schools and for substitute teachers.

Of the 86.4 letters of authority reported for 1990/91, Zone Three (21) and Zone One (20) had the most, while Zone Six (4) and Zone Four (7) had the fewest.

The most frequently cited subject areas for letters of authority were: French/French Immersion (28), Elementary Generalists (7), Special Education (6), and subject combinations (6).

7. **In what areas (subjects and/or grades) if any, do you have a shortage of substitute teachers?**

Table 5 (next page) summarizes by zone the number and percentage of school superintendents reporting any shortages of substitute teachers.

Table 5: Shortages of Substitute Teachers, by Zone

	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6	Cities	Total
Yes	15	16	28	8	9	12	4	82
No	4	1	8	9	7	9	0	48
Total	19	17	36	17	16	21	4	130
% Yes	78.9%	94.1%	77.8%	47.1%	56.3%	57.1%	100%	63.1%

Shortages of substitute teachers were reported by 82 of 130 respondents (63.1%) for 1990/91. The proportion of superintendents indicating a shortage was highest in the Major Urban Boards (100%), Zone Two (94.1%) and Zone One (78.9%) and lowest in Zone Four (47.1%) and Zone Five (56.3%).

Shortages were reported in specific areas, but were not quantified. The subject areas cited most frequently were: All Areas (19), French (17), French Immersion (16), Junior/Senior High (14), Music/Band (13), Senior High Sciences (12), Vocational Education (10), General Science (7), Industrial Arts (6), and Home Economics (5).

8. What adjustments did you make to deal with positions that were unfilled or for which there were no suitable candidates? (Check all that apply.)

Table 6.1 summarizes the number and proportion of superintendents who reported making adjustments to handle unfilled teaching positions.

Table 6.1: Adjustments to deal with Unfilled Positions, by Zone

	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6	Cities	Total
Yes	10	11	13	2	6	4	3	49
No	9	6	23	15	10	17	1	81
Total	19	17	36	17	16	21	4	130
% Yes	52.6%	64.7%	36.1%	11.8%	37.5%	19.0%	75.0%	37.7%

As presented in Table 6.1, forty-nine of 130 respondents (37.7%) indicated they made adjustments to deal with unfilled positions or lack of suitable candidates. The proportion of superintendents making adjustments was highest in the Major Urban Boards (75.0%), Zone Two (64.7%), and Zone One (52.6%). The proportion was lowest in Zone Four (11.8%) and Zone Six (19.0%).

Table 6.2 (next page) summarizes the frequency and types of adjustments made by school superintendents to deal with teaching positions that could not be filled.

Table 6.2: Frequency and Types of Adjustments Made to deal with Unfilled Positions

3	Increased class size.
5	Cancelled courses (please list cancelled courses) - Junior High French (Second Language). - French Immersion/Science/Math (Junior High). - Alternate Junior High Program (2). - Senior High French (placed students on Distance Education).
17	Delayed program implementation.
14	Reassigned teachers (Specify:) - IOP (2), Cree Language Arts, Counselling/Library, K-12 French Program Intinerant teacher for the visually impaired, Social Studies/Science (open area/team teaching position).
7	Increased teaching load of school administrators.
1	Increased split grades.
0	Delayed retirements or other leaves.
3	Combined positions.
16	Arranged substitute coverage while continuing to search.
20	Hired applicants less qualified or less suitable than usual.
2	Other (specify). - changed program offerings during the year. - increased time of part-time teacher. - recruited overseas (for a Japanese teacher). - offered French by Distance Education rather than in class.

As indicated in Table 6.2, the adjustments most often used by respondents were: hired applicants less qualified or less suitable than usual (20), delayed program implementation (17), arranged substitute coverage while continuing to search (16), and reassigned teachers (14).

Please comment on the impact of any adjustments you have made.

The following selected comments are representative of those received:

- Hiring less suitable candidates has had a negative effect on classroom management and has resulted in a public perception decline.
- We hired a larger number of first year teachers/no experienced supply.
- We have had to run certain Junior High programs (Science, Math) originally scheduled as French Immersion, in English.
- Having less qualified teachers in some areas increases the amount of time the curriculum supervisor must spend with some teachers.
- Extra expense of providing supervision in Vocational Education areas, when letter of authority refused.
- Administration time reduced at a time when the reverse should occur.
- Being unable to fill positions creates difficulties in programming, individual teacher timetables and completion of courses.
- We have a vacancy in a music position and will likely reassign staff to fill it. We may drop our Band program as a result.
- Offered two French Immersion contracts to teachers completing degrees.

- We cannot offer the quality of French Second Language (FSL) we would like in some schools.
- Untrained personnel are assigned to counselling at the High School.

9. Did you make any adjustments in your efforts to recruit teachers this year? (Check all that apply.)

Table 7.1 summarizes by zone the number and percentage of school superintendents who reported making adjustments to their teacher recruitment efforts.

Table 7.1: Adjustments of Efforts to Recruit Teachers, by Zone

	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6	Cities	Total
Yes:	13	14	19	8	11	14	3	82
No:	6	3	17	9	5	7	1	48
Total	19	17	36	17	16	21	4	130
% Yes:	68.4%	82.4%	52.8%	47.1%	68.8%	66.7%	75.0%	63.1%

Overall, 82 of 130 respondents (63.1%) indicated they had made adjustments in their recruitment efforts this year. The proportion of superintendents indicating adjustments were made was highest in Zone Two (82.4%) and the Major Urban Boards (75.0%) and lowest in Zone Four (47.1) and Zone Three (52.8%). Table 7.2 provides more information on the types of adjustments made.

Table 7.2: Frequency and Types of Adjustments to Recruitment Efforts

57 Started teacher recruitment earlier in the year.
42 Increased efforts to recruit Faculties of Education graduates.
53 Increased efforts to recruit out-of-province teachers.
7 Increased efforts to recruit teachers who have been away from teaching for a few years.
9 Offered incentives to attract teachers (describe).
- Moving/relocation assistance (repayable loans) (7).
- Bursaries (2).

21 Other (specify).
- Advertised more extensively (6).
- Attendance at Career Fairs (3).
- Worked harder (2).
- Used Remillard Consulting for French (Second Language) recruiting (2).
- Did an anonymous survey of teachers in April to find out what their plans were for the 1991/92 school year (1).
- Checked with other systems regarding available candidates (1).
- Sent two teachers away to upgrade their French (1).
- Hired more from substitute list (1).
- Increased expenditures on recruitment (1).

The most frequently cited strategies for improving recruitment efforts were: starting teacher recruitment earlier in the year (57), increased recruitment of out-of-province teachers (53) and increased efforts to recruit Faculties of Education graduates (42).

Please comment on the impact of any adjustments you have made to teacher recruitment.

Fifty of 130 respondents (38.5%) provided additional comments. Comments have been categorized with frequencies noted in Table 7.3.

Table 7.3: Comments on Impacts of Adjustments Made

22	Adjustments made were successful/helped recruitment.
14	Elaboration on adjustment strategies noted above.
2	Miscellaneous comments.
4	Impact minimal at this time.
1	Quality of instruction is suffering.

10. **Compared to the last 2-3 years, are there any areas (subjects and/or grade levels) in which the number of applications you receive for teaching positions is noticeably:**

Abundant: 54 **Areas most frequently cited:** Elementary Generalists (33), Physical Education (16), Social Studies (16), English/Language Arts (10).

Scarce: 96 **Areas most frequently cited:** French (48), French Immersion (11), French as a Second Language (8), Music/Band (24), Special Education (23), Science (15), Counselling (11), Industrial Arts (11), Math/Science combinations (8), Chemistry (7), Home Economics (6), Vocational Education (4).

Growing: 15 **Areas most frequently cited:** Physical Education (6), Elementary Generalists (4), Social Studies (3).

Decreasing: 49 **Areas most frequently cited:** French (11), Science (10), Music/Band (9), Special Education (6), Industrial Arts (6), Home Economics (4).

When comments about "Scarce" and "Decreasing" areas are combined, four subject areas stand out for the number of times they are cited: French, French Immersion and French as a Second Language, taken as one subject area, were cited 78 times, more than twice as often as any other area. The other three areas most frequently cited as scarce and/or decreasing were Music/Band (33), Special Education (29) and Science (25).

The four areas most frequently cited as "Abundant" and/or "Increasing" were: Elementary Generalists (37), Physical Education (22) Social Studies (19), and English/Language Arts (10).

11. **Is a teacher shortage developing in your jurisdiction and will you be able to continue to handle any expected shortfalls in the supply of teachers? Please comment with regard to what you see happening next year (1991/92) and in the next 3-5 years.**

Table 8 (next page) summarizes by zone the opinions of school superintendents on the likelihood of teacher shortages in Alberta.

Table 8: Superintendents' Opinions about Anticipated Teacher Shortages

	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6	Cities	Total
Yes	14	12	17	6	10	10	2	71
No	0	2	16	6	3	7	1	35
Uncertain	5	0	0	2	2	4	1	14
No Response	0	3	3	3	1	0	0	10
Total	19	17	36	17	16	21	4	130
% Yes	73.7%	70.6%	47.2%	35.3%	62.5%	47.6%	50.0%	54.6%

Of the 130 respondents, 71 (54.6%) think that a teacher shortage is developing. Of these 71, forty (56.3%) are of the opinion that shortages are developing only in specific subject areas. The majority of affirmative responses tended to be from small and/or isolated jurisdictions. The proportion of affirmative responses was highest in Zone One (73.7%), Zone Two (70.6%), and Zone Five (62.5%). The lowest proportion was in Zone Four (35.3%).

Thirty-five of 130 respondents (26.9%) indicated that they do not think that a teacher shortage is developing. The majority of these cite proximity to major urban centres as the primary reason they do not expect shortages in their jurisdictions. Fourteen of 130 respondents (10.7%) are uncertain as to whether a shortage is developing, and ten respondents (7.7%) did not answer this question.

Frequently noted responses can be categorized as follows:

- The difficulty is primarily in specialized subject areas. (38)
- The number/quality of applicants is declining. (16)
- We're fine, due to proximity to an urban area. (15)
- We are increasing our recruitment efforts. (12)
- Our shortage is related to geographic isolation. (9)
- Movement of teachers to urban areas is a problem. (8)

Following are a number of **strategies that respondents suggested** might be utilized to address any shortages of teachers:

- Strategies to address teacher shortages should focus on rural Alberta and the impact that the drain to urban centres will have.
- The difficulty is partly due to the high cost of living/accommodation (in the north); incentives/costly selling job may be needed (e.g., British Columbia's forgivable loan program, bursaries, etc.).
- We may need to deliver more courses via distance learning.
- Consider letters of authority for Natives who are in training for teaching.
- We have incorporated a recruitment component into our Teacher Practicum program with the University of Alberta. Practicum teachers identified/recruited for our school district are in the subject areas/divisions of anticipated need.
- Teachers presently on staff will have to take upgrading.
- May have to recruit out-of-province/country more for specialty areas.
- Employment and Immigration Canada makes it increasingly difficult to recruit out-of-Canada. Restrictions on foreign teachers entering the country need to be considerably relaxed.
- We are increasing the pupil-teacher ratio, which affects the number of teachers needed.

- We are increasing the pupil-teacher ratio, which affects the number of teachers needed.
- There is a definite need to increase the number of Alberta graduates in French Immersion programs.
- Unless more French and Special Education teachers graduate in Alberta, we'll have to look increasingly to other areas, primarily Saskatchewan.
- We may need more letters of authority in the future to fill our substitute teacher needs and some special needs areas.
- We expect difficulty attracting quality teachers to fill our needs if the universities maintain their quota systems.

Other miscellaneous comments of interest include the following:

- The problem of certified teachers who refuse to teach in rural areas creates the shortage. Possibly, special incentives may be required.
- As more teachers are from the urban centres of Edmonton and Calgary, fewer teachers will want to come out to remote areas.
- Either a shortage of "good" teachers is developing, or we have an abundance of teachers in the urban areas who will not consider moving to remote areas.
- We will have a large number of retirements in the next few years.
- The likelihood of a shortage hinges on our ability to retain out-of-province teachers. We have noticed a marked increase in the number of teachers resigning in June/July.
- We have difficulty finding males trained at the elementary level.
- Small high schools require generalists/specialized combinations not found in many education graduates.
- The movement of teachers from Saskatchewan/Manitoba helped us avert a shortage.

IV. ZONE ONE RESULTS

1990/91 Teacher Hiring: Zone One (19 Respondents)

Total 1990/91 Staff:	1,924.0	**Vacancies as of Sept. 1/90:**	12.4
New Teachers:	375.5	**Letters of Authority: Sept/90:**	20
Percent New Teachers:	19.5%	**Sept/89:**	25

If you had teacher vacancies you could not fill, please list the subject area and grade level of each unfilled position.

Yes: 4 **No:** 15

Areas/frequency: Special Education Resource Room: 1; Band: 1; French: 1; Family-Community Liaison: 1.

How many teachers holding letters of authority (LAs) did you hire for Fall 1990? (See above table) In what areas (subjects or grade levels)?

Respondents hiring LAs: 9 **Respondents without LAs:** 10

Areas/frequency: French: 9; Elementary Generalists: 3; Early Childhood: 2; Junior High Science/Social Studies: 1; Beauty Culture: 1; Band: 1; English (Grade 4): 1; Biology/Physical Education (Senior High): 1; Special Education/IOP: 1.

Do you have a shortage of substitute teachers? In what areas?

Yes: 15 **No:** 4

Areas/frequency: French: 5; French Immersion: 1; All Areas: 4; Music/Band: 3; Counselling: 2; Science: 2; Math: 2; Cree: 1; Teacher Librarians: 1; Practical Arts: 1; Senior High Math/Chemistry/Physics: 1; Secondary Science: 1; Fine Arts: 1.

Comments:

- Substitute teachers for Junior High and Senior High are difficult to get.
- Secondary English Language Arts.
- Depending on area of the jurisdiction - in some areas a shortage of all subjects and/or grades; in other areas, no real shortage.
- All areas (Secondary/Junior High).
- Critical levels in some rural areas. Non-certificated personnel having to be hired in some areas.
- Particularly evident in Senior High, all subjects.

What adjustments did you make to deal with positions that were unfilled or for which there were no suitable applicants? (Check all that apply.)

Adjustments: 10 **No adjustments:** 9

Areas/frequency:

1 Increased class size.
1 Cancelled courses. **List:** Junior High French (Second Language).
2 Delayed program implementation. **Specify:** IOP
3 Re-assigned teachers.
3 Increased teaching load of administrators.
1 Increased split grades.
0 Delayed retirements or other leaves.
1 Combined positions.
6 Arranged substitute coverage while continuing to search.
5 Hired applicants less qualified or less suitable than usual.
2 Other. **Specify:**
- Change program offering during the year.
- Hired a non-Cree speaking teacher who has background in Cree Arts and Crafts and a little knowledge of the language. We provided a full-time Cree speaking aide/instructor to assist the teacher.

Please comment on the impact of any adjustments you have made:

- Hiring the "less suitable" candidate has probably had a negative effect on classroom management problems and a public perception decline.
- We had to hire a less qualified candidate in the Music/Band area.
- We were able to hire a suitable qualified teacher.
- Due to large classes, we hired two extra teachers in Oct./Nov.; therefore some measures were temporary.
- No real adjustments except that we hired a larger number of first year teachers; no experienced supply.
- It continues to be difficult to hire Cree speaking teachers. Each year our system is faced with a turnover of between 16% and 24% of its teaching staff.

Did you make any adjustments in your efforts to recruit teachers this year? (Check all that apply.)

Adjustments: 13 **No adjustments:** 6

Areas/frequency:

8 Started teacher recruitment earlier in year.
8 Increased efforts to recruit Faculties of Education graduates.
10 Increased efforts to recruit out-of-province teachers.
1 Increased efforts to recruit teachers who have been away from teaching for a few years.
2 Offered incentives to attract teachers. **(Describe:)**
- A $1200 moving allowance, interest free, to be deducted from their monthly cheque ($100/month).
- A $1200 relocation loan and shortened the salary grid to eight years.

5 Other. **(Specify:)**
- Joined LTR Consulting for French (Second Language) recruiting.
- Attendance at Career Fairs.
- Advertised far more extensively (spent more than twice the budgeted amount).
- Did an anonymous survey of teachers in April to find out what their plans were for the 1990/91 school year.
- Will have to offer more incentives, but this is only a short-term solution.

Please comment on the impact of any adjustments you have made to teacher recruitment.

- Alberta teachers were difficult to attract to Jean Cote's Ecole Heritage.
- Due to our relatively small staff and distribution among our schools, hiring "on spec" could cause problems. Our hiring has been for vacancies that occur. The Career Fairs may help.
- We used to be fully staffed by the end of June or early July. Recruiting was not completed until the third week in August. Some large boards are making things extremely difficult because of their hiring practices.
- To date, these adjustments have been sufficient to fill the vacancies we have had.
- Adjustments made were successful; however, we experienced fewer vacancies than in 1989/90.
- We have used the services of a consulting firm to recruit to French Immersion program. Recruits to other programs came from general advertising.
- We advertised extensively at the local, provincial and out-of-province level. The costs for this were high. The $1200 moving allowance "helped" some teachers decide to move to Peace River, Manning, Grimshaw and Nampa.
- Impact minimal at this time; had to have out-of-province and spent some $18,000 in advertising and recruiting.
- We require that one of our central office staff travels to Eastern Canada in search of French speaking teachers. We also notify teachers after Easter each year about their status for the next school year (i.e., continuing contract or not).
- The quality of instruction suffers and service to students is compromised.

Compared to the last 2-3 years, are there any areas (subjects and/or grade levels) in which the number of applications you receive for teaching positions is noticeably:

Abundant: 7 **Specify Areas:** Physical Education: 3; Secondary Social Studies: 3; Elementary Grades: 2; English 2. **Other Comments:** An advertisement for an Industrial Arts position got six good applicants!

Scarce: 14 **Specify Areas:** French: 5; French Immersion: 1; Secondary French: 1; Music/Band: 5; Science: 4; Special Education/Resource Room: 4; Industrial Arts: 3; Cree: 1; Counselling: 1; Languages: 1; Art: 1; Math: 1; Math/Science combination: 1; Home Economics: 1; Administration: 1; Business Education: 1.

Growing: 0 **Specify Areas:** None mentioned.

Decreasing: 6 **Specify Areas:** Industrial Arts: 3; Science: 2; Home Economics: 2; Generalists (Elementary/Junior High): 1; Math: 1; Special Education: 1; Business Education: 1.

Is a teacher shortage developing in your jurisdiction and will you be able to continue to handle any expected shortfalls in the supply of teachers? Please comment with regard to what you see happening next year (1991/92) and in the next 3-5 years.

Respondents anticipating a shortage: 14

Comments:

- Shortages tend to be more in outlying schools. We still receive applications, but a higher proportion of these are of the less suitable variety. Should this continue, we may be forced to rely on implementing more courses via consortium delivered distance learning that is currently being developed in our zone.
- Yes, definitely. The lure of the big cities (who hire whenever they feel like it!) and B.C. are being felt. People with "combinations" at the secondary level (e.g., Math/Science) are essential to small areas - but not as easily available. Look hard at the Industrial Arts projections for the next few years. There will be a major shortage. We hope to be able to handle what is upcoming, but are not overly optimistic. "Incentives" may be needed, and a hard (costly?) selling job on the benefits of teaching/living/working in this part of Alberta.
- We have not experienced a teacher shortage to date, but the possibility of this occurring is ever increasing. To handle any shortfalls, we will need to employ a combination of the following strategies: 1) advertise more widely, 2) recruit those who have not taught for a few years, and 3) perhaps offer some additional incentives to keep the teachers we have.
- Over the next three to five years, we will be facing retirements of staff members in larger numbers. More and more teachers are moving to British Columbia. Increased numbers of graduates are going to city schools. Practical Arts and Fine Arts programs may be cut.
- It is increasingly difficult to hire/recruit any teacher to come to "small town Alberta," let alone the difficulty in specialty areas mentioned above (French, Special Education). No doubt, it will be even more difficult in 1991/92 and subsequent years.
- It appears as if the number of teachers willing to locate in small rural schools is decreasing. Each of our new hires for fall/1990 has a spouse who is employed locally.
- French (Second Language), Science, Math and school administrators are getting out of hand to recruit and keep in northern Alberta.
- The projection is for a shortage in specialized areas, or at least very difficult recruitment: a) projection for some population increase because of present economic activities with forest industries will result in increased school population; b) difficult to attract and retain teachers in our areas because of high cost of living and accommodation; and c) to outsiders, our area appears remote (two hours to Grande Prairie, five hours to Edmonton).
- It's really difficult to say. I expect it will be difficult to attract staff to a small school in a town like Spirit River.
- A teacher shortage is developing: 1) the number of applicants has decreased dramatically; 2) many applicants are not suitable (have been out of teaching for many years, have not the courses in their resumes, cannot be tracked down as to their competency and character reference). We will continue to advertise widely and to recruit at Faculties of Education. What will happen is easy to predict - it will be increasingly difficult to attract teachers to outreach areas like Valleyview.
- We share concerns regarding a shortage in the supply of teachers. For the last three years, our system has hired 37, 51 and 43 teachers respectively. Part of the reason has been teacher movement in the province, and program expansion accounts for some of the increase in hiring. Already we are trying to attract graduates from university by promoting our jurisdiction. It is possible that, because of a perceived belief that our system is somewhat isolated, we may have real difficulties in attracting teachers in the next three to five years.

- The north has always experienced a teacher shortage. Places like Edmonton, Calgary, Grande Prairie, etc. should never experience shortages as long as places like Fort Vermilion exist. They will pick up our staff and we will always be looking. When the province finally recognizes there is a shortage - we experience great difficulties in the north. The province needs to look at incentives to attract teachers to the north beyond what we are able to do. British Columbia provides a good example with their forgivable loan programs. The focus concerning teacher shortage should be on rural Alberta, and the impact the drain to the urban centres will have.
- If there is a shortage developing, it is not noticeable yet. We expect to be able to cope next year, but anticipate problems after that.
- We did not experience any major difficulty this year. We had numerous applications from smaller rural areas and from Saskatchewan. Our substitute list is decimated and we are forced to employ the occasional non-certificated supervisor. As for the future? Applicants are becoming more finicky! Perhaps they have more choice!

Respondents uncertain about shortages: 5

Comments:

- All hinges on our ability to retain out-of province staff and create an interesting setting for young teachers' social needs.
- This year was supposed to be a difficult one, yet we had fewer needs. Applications are off slightly in number; the pool may be less.
- It's very difficult to say.
- Two of the three people we employed have spouses who are employed locally and moved here due to their spouse's employment. Proximity to Grande Prairie is a factor. All but one of our teachers live there.
- If and when the supply of teachers becomes more restrictive, Northlands School Division undoubtedly will suffer because of its geographical location and isolation. It is really difficult to predict. Have you considered providing a Letter of Authority for Native people who are getting ready to go into the profession? Something similar to the plan we had in the late 50's and 60's.

V. ZONE TWO RESULTS

1990/91 Teacher Hiring: Zone Two (17 Respondents)

Total 1990/91 Staff:	2,055.0	**Vacancies as of Sept. 1/90:**	19.5
New Teachers:	339.6	**Letters of Authority: Sept/90:**	14
Percent New Teachers:	16.5%	**Sept/89:**	10

If you had teacher vacancies you could not fill, please list the subject area and grade level of each unfilled position.

Yes: 6 **No:** 11

Areas/frequency: Counselling: 3; French Minority: 2; Special Education: 1; Teacher Librarians: 1; Music (Junior High): 1; Industrial Arts: 1; Science: (Junior High): 1; Cree Language: 1; Junior High French Immersion Science/Math: 1.

How many teachers holding letters of authority (LAs) did you hire for Fall 1990? (See above table) In what areas (subjects or grade levels)?

Respondents hiring LAs: 7 **Respondents without LAs:** 10

Areas/frequency: French: 9; High School English: 1; Early Intervention/Early Childhood: 1; Home Economics: 0.3 FTE. **Other Comments:** Senior High Drama (a number of teachers began the year with temporary letters of authority).

Do you have a shortage of substitute teachers? In what areas?

Yes: 16 **No:** 1

Areas/frequency: All Areas/subjects: 4; Music/Band: 3; Secondary (all subjects): 2; Junior High (all subjects): 2; Science: 2; Senior High Math: 1; Special Education : 1; Secondary English Language Arts: 1; Junior/Senior High Math and Computer Education: 1; Junior/Senior High Business Education /French: 1.

Comments:

- We basically have hired all the available substitutes throughout the jurisdiction. Ongoing sub arrangements are not good.
- Some high school areas are more difficult, especially if a workshop means several absences.

What adjustments did you make to deal with positions that were unfilled or for which there were no suitable applicants? (Check all that apply.)

Adjustments: 11 **No adjustments:** 6

Areas/frequency:

1 Increased class size.
1 Cancelled courses. (French Immersion Science and Math - Junior High)
6 Delayed program implementation. **(Specify:)**
- Cree Language Arts (Grades 4-6)
- Counsellor/Librarian

4 Re-assigned teachers.
1 Increased teaching load of administrators.
0 Increased split grades.
0 Delayed retirements or other leaves.
1 Combined positions.
4 Arranged substitute coverage while continuing to search.
4 Hired applicants less qualified or less suitable than usual.
0 Other.

Please comment on the impact of any adjustments you have made:

- Extra expense of providing supervision in Vocational Education areas, when letter of authority refused.
- Delaying implementing a program is a disappointment to some parents, while having less qualified teachers in some areas increases the amount of time in school the curriculum supervisor must spend with some teachers.
- We have had to run certain Junior High programs (Science/Math), originally scheduled as French Immersion, in English.
- Both the music and science programs are getting a later than usual full-fledged commencement.

Did you make any adjustments in your efforts to recruit teachers this year? (Check all that apply.)

Adjustments: 14 **No adjustments:** 3

Areas/frequency:

12 Started teacher recruitment earlier in year.
10 Increased efforts to recruit Faculties of Education graduates.
8 Increased efforts to recruit out-of-province teachers.
3 Increased efforts to recruit teachers who have been away from teaching for a few years.
4 Offered incentives to attract teachers. **(Describe:)**
- Bursaries (2).
- Assistance in relocating, finding accommodation, creating more part-time positions to accommodate teachers with infants at home.

1 Other. **(Specify:)** Even used Remilliard (recruiting consultant).

Please comment on the impact of any adjustments you have made to teacher recruitment.

- Moved interviews in some situations to the city to accommodate applicants and also to get applicants to an interview.
- Interviews in May, when possible, made recruiting easier.
- We will be making offers of employment for teachers in scarcity areas much earlier and without assured vacancies.
- Extending the search for teachers over a longer period of time has escalated our costs (advertising). In a small administration, the time spent on recruitment takes away from other essential duties or curtails time which might be used in a more creative manner.
- Resulted in successful staffing.
- Majority of openings have been filled.
- Positive impact; more candidates applying.
- Extremely demanding on the time of system personnel involved.
- We started recruiting approximately one month earlier this year. Generally, we had suitable applications for all vacant positions.

Compared to the last 2-3 years, are there any areas (subjects and/or grade levels) in which the number of applications you receive for teaching positions is noticeably:

Abundant: 5 **Specify Areas:** Elementary Generalists: 4; Social Studies: 3; Language Arts: 3; Physical Education: 2.

Scarce: 14 **Specify Areas:** French: 13; Science: 4; Music/Band: 4; Special Education: 3; Vocational Education: 2; Counselling: 2; Teacher Librarians: 1; Cree Language: 1; Practical Arts: 1; Industrial Arts: 1; Fine Arts: 1; Home Economics: 1; Math: 1; Religious Education: 1.

Growing: 4 **Specify Areas:** Elementary Generalists: 2; Computer Education: 1; Regular and substitute positions: 1.

Decreasing: 4 **Specify Areas:** Handicapped/Special Education: 1; Physics: 1; French (Second Language): 1; Secondary Science: 1; All areas: 1; Junior/Senior High: 1; Elementary: 1.

Is a teacher shortage developing in your jurisdiction and will you be able to continue to handle any expected shortfalls in the supply of teachers? Please comment with regard to what you see happening next year (1991/92) and in the next 3-5 years.

Respondents anticipating a shortage: 12

Comments:

- Shortages of mathematics and science teachers, especially at secondary level. Industrial Arts and Home Economics decreasing rapidly.
- I see a continual shortage in French (Second Language) and especially French Immersion. High School Vocational teachers do not want to come to rural areas.
- I foresee no real shortage for 1991/92, except in such areas as Vocational Education and French, should replacements be required. Shortages in the next three to five years of quality teachers may result if some of our experienced teachers elect to move to urban areas as their [urban boards'] recruitment efforts increase.
- I expect French/French Immersion positions will continue to be difficult to fill.

- Occasional difficulty if there are late resignations or extra staff required during the term in specific positions. Some difficulty in that we have hired on many of our substitute staff.
- We will have to start hiring out-of-province, provide special incentives, make offers much earlier.
- The only solution for us in the areas of French and Cree Language instruction appears to be to either cancel courses or use non-certificated instructors under the immediate supervision of certified personnel, a very costly solution. We also face the problem of having certified teachers at the junior/senior high level teach subjects for which they have no training because we do not have enough sections in their majors to fill their programs. Using a more comprehensive cooperative learning program for Vocational Education may allow us to continue with the diversified program our clientele have come to expect from us. Because we are small jurisdictions, we are unable to hire until we have a confirmed vacancy. We may have to do some hiring at a much earlier date and hope that some vacancies will occur. We have also noticed a marked increase in the number of teachers resigning in June and July. We don't expect any improvement in this situation as the availability of teachers in certain subject areas becomes more acute.
- Yes, I believe that a teacher shortage is developing in our jurisdiction. To compensate for the anticipated shortage, we have incorporated a recruitment component into our Teacher Practicum program with the University of Alberta. Practicum teachers identified/recruited for our school district are in the subject areas/divisions of anticipated need. I do see the teacher shortage worsening in the next three to five years.
- I believe a shortage is developing, particularly in the above noted specialty areas. It will become increasingly more difficult to fill required positions. In 1991/92 I expect more difficulty filling vacancies in French Immersion/French Language programs. We have had vacancies for guidance counsellors for the past four years.
- We believe that it will continue to be difficult to recruit French speaking candidates from Alberta universities. Also, it will be increasingly difficult to recruit French speaking candidates from Eastern Canada as the New Brunswick and Ontario market has virtually dried up and there are significantly more positions opening up in Quebec.
- I see a decrease in French, Business Education, and computer literacy teachers in the future. Teachers presently on staff will have to take upgrading in computer education. Also, more high school students who are interested in teaching as a vocation will have to be recruited in the above three areas. This could involve offering incentives such as bursaries, scholarships, etc. to them to alleviate any shortages in the years ahead.
- The ability to attract top candidates is increasingly more difficult. Expenditures for next year with respect to numbers of teachers required is approximately the same as that of this year. We have no reason to believe it will be any better in the next three to five years. Specialty areas have been problemsome and are anticipated to continue so into the future. Should this trend continue, one may well have to recruit teachers out-of-province and out-of-Canada to a higher degree.

Respondents not anticipating a shortage: 2

Comments:

- A teacher shortage may be developing, but we will be fine because of our close proximity to an urban centre (where many people want to be).
- We are not experiencing a teacher shortage at present. This past year saw a higher turnover rate than normal, but this is probably more of an anomaly than a trend. We continue to receive quality applicants for vacant positions. Our proximity to Edmonton (45 minutes) is undoubtedly a factor in this. We recruit aggressively for French Immersion and as a consequence, have been able to fill positions - "barely." I expect that we will not experience major problems with teacher recruitment in the next few years. Location and community amenities are key factors working in our favour.

No response: 3

VI. ZONE THREE RESULTS*

1990/91 Teacher Hiring: Zone Three (36 Respondents)

Total 1990/91 Staff:	4,831.0	**Vacancies as of Sept. 1/90:**	13.7
New Teachers:	478.6	**Letters of Authority: Sept/90:**	21
Percent New Teachers:	9.9%	**Sept/89:**	10

If you had teacher vacancies you could not fill, please list the subject area and grade level of each unfilled position.

Yes: 5 **No:** 31

Areas/frequency:

- French Immersion: 2.
- None, that we couldn't fill, but significant difficulty in Secondary Special Education (had to readvertise).
- Special Education (0.5).
- Vacancy arose Sept. 15th in Math/Science position - unable to recruit a replacement; made internal arrangements.
- Japanese as a second language.
- a Vocational Education (Machine Shop) position was filled by a "non-certificated machinist" to work under supervision of a teacher.
- Junior High Science/Computers/Challenges.

How many teachers holding letters of authority (LAs) did you hire for Fall 1990? (See above table) In what areas (subjects or grade levels)?

Respondents hiring LAs: 8 **Respondents without LAs:** 28

Areas/frequency: Languages: 4; French Immersion: 2; Unspecified: 2; Math/Physical Education/Science: 2; French (K-8): 1; Special Education: 1; IOP (Senior High): 1; Japanese (Grades 10-12): 1; Early Childhood: 1; Physical Education/Math (Junior High): 1; Physical Education/Language Arts (Junior High): 1; Teacher Librarians (Elementary): 1; Music/Band: 1.

Do you have a shortage of substitute teachers? In what areas?

Yes: 28 **No:** 8

Areas/frequency: French Immersion: 9; Secondary (all areas): 8; All areas: 5; Junior High (all areas): 4; French: 4; Vocational Education 4; Music/Band: 3; Second Languages: 1; General Science: 1; Counselling: 1; Industrial Arts: 1; Teacher Librarians: 1; Early Childhood: 1; Special Education: 1; Physics: 1; Biology: 1; Chemistry: 1; Elementary Generalists: 1; Physical Education: 1; Ukrainian Bilingual: 1.

* excluding the Edmonton school boards

Other comments:

- Our substitute teachers are all generalists.
- We occasionally have a shortage in all areas.
- We have a general shortage of substitute teachers, but worst in French, Band, Industrial Arts, Secondary Science/Math, and Special Education.
- Increasingly difficult to obtain substitute teachers.
- General shortage partly "self-imposed" by staff development activities.

What adjustments did you make to deal with positions that were unfilled or for which there were no suitable applicants? (Check all that apply.)

Adjustments: 23 **No adjustments:** 13

Areas/frequency:

1 Increased class size.
2 Cancelled courses. **(List:)**
- Alternate Junior High program.

5 Delayed program implementation. **(Specify:)**
- Itinerant teacher for visually impaired.
- Japanese
- French K-12 program.

2 Re-assigned teachers.
2 Increased teaching load of administrators.
0 Increased split grades.
0 Delayed retirements or other leaves.
0 Combined positions.
3 Arranged substitute coverage while continuing to search.
4 Hired applicants less qualified or less suitable than usual.
3 Other. **(Specify:)**
- Increased time of part-time teacher.
- Recruited overseas (in Japan) with aid of Alberta Education and the Asia-Pacific Initiative.
- Hired qualified teacher.

Please comment on the impact of any adjustments you have made:

- Special services not available (itinerant teacher for visually impaired).
- We had a position requiring experience and teacher education in both computers and junior high language arts. The successful applicant was somewhat deficient in formal university education in English as a specialization, but very competent in computers.
- Administration time was reduced at a time when the reverse situation should be occurring.
- Being unable to fill positions creates difficulties in programming, individual teacher timetables and completion of courses.

Did you make any adjustments in your efforts to recruit teachers this year? (Check all that apply.)

Adjustments: 19 **No adjustments:** 17

Areas/frequency:

11 Started teacher recruitment earlier in year.
7 Increased efforts to recruit Faculties of Education graduates.
11 Increased efforts to recruit out-of-province teachers.
1 Increased efforts to recruit teachers who have been away from teaching for a few years.
1 Offered incentives to attract teachers. **(Describe:)**
- Vocational Education teacher received moving expenses.

5 Other. **(Specify:)**
- Repeated ads in papers.
- More advertising.
- Redoubled our efforts - more advertising.
- Advertised in Saskatchewan.
- Just worked harder.

Please comment on the impact of any adjustments you have made to teacher recruitment.

- Starting earlier and advertising in Saskatchewan saved us from serious problems.
- None, except for Vocational Education.
- We were able to fill all positions.
- Contact with the University of Alberta Industrial Arts Department assisted in recruitment of Vocational Education (Beauty Culture) teacher. Good cooperation from program head.
- Teachers from out-of-province appear to be more willing to accept positions in rural areas. In-province teachers hold out longer in making their decisions.
- Career Fair at the University of Alberta has generated applications. Also, by starting earlier in the spring, we had replacement teachers nearly all in place by school end.
- Our response from Saskatchewan applicants has been excellent and of high calibre.
- The workload has increased!
- The crunch is coming!
- Satisfactory candidate recruited from Saskatchewan.
- We were able to fill all our vacancies by school opening.

Compared to the last 2-3 years, are there any areas (subjects and/or grade levels) in which the number of applications you receive for teaching positions is noticeably:

Abundant: 12 **Specify Areas:** Elementary Generalists: 10; Social Studies: 2; Math: 1; Junior High: 1; Physical Education: 1; Language Arts: 1; All areas: 1.

Scarce: 25 **Specify Areas:** French: 11; French Immersion: 5; Music/Band: 9; Special Education: 6; Counselling: 4; Home Economics: 3; Science: 2; Senior High Math/Science: 2; Business Education: 1; English as a Second Language: 1; Vocational Education: 1; Japanese: 1; Teacher Librarians: 1; Industrial Arts: 1; Elementary Science/Math: 1; Math: 1; All areas: 1; Languages: 1.

Growing: 5 **Specify Areas:** Physical Education: 3; Elementary: 2; Social Studies: 2; Elementary English: 1; Special Education: 1.

Decreasing: 13 **Specify Areas:** French: 4; Music/Band: 3; Combined Math/Science: 2; Elementary: 2; Math: 1; Secondary English: 1; Industrial Arts: 1; Special Education: 1; Drama: 1; Males in Elementary: 1.

Comments: No noticeable difference; French Immersion always difficult.

Is a teacher shortage developing in your jurisdiction and will you be able to continue to handle any expected shortfalls in the supply of teachers? Please comment with regard to what you see happening next year (1991/92) and in the next 3-5 years.

Respondents anticipating a shortage: 17

Comments:

- We are fortunate to be close to a large center. However, we will continue to experience difficulty with French (Second Language), French Immersion, Band, and Science. As there are fewer applicants to choose from, the quality has gone down.
- Special Education is the most serious area. Some high school specialist positions are more difficult than others (e.g. Business Education, Sciences, etc.)
- In 1984/85, we had over 800 unsolicited applications on file (maintained for 12 months). Since that time, the number has decreased gradually to 1989/90 in which we had 396. We believe that a shortage is imminent and will have significant difficulty staffing in French, Secondary Special Education, Instrumental Music, and combinations of Secondary Science/Math.
- The only shortage we have noticed is in the area of French Immersion.
- **Next Year:** Usual difficulties in replacing French Immersion teachers who give late resignations. Great difficulty in acquiring Choral and Band teachers who are able to teach other Junior High subjects and finding males who are trained at the Elementary level. **In 3-5 Years:** Continued problems in acquiring Junior High Band and French (Second Language). Senior High teachers in areas of Sciences and English may be in short supply. It may be that we will see a noticeable drop in true Early Childhood type teachers (well trained for K-3 levels).
- Specialized areas are becoming more difficult to recruit. Many people appear for interviews, but find Grande Cache too far from Edmonton and too isolated and accept positions nearer to or in major centres.
- It will be necessary to begin recruitment earlier and conduct initial interviews to prepare a short list of prospective candidates prior to being aware of vacancies for the following year.
- Shortage exists in second language programs (French, Ukrainian). Thus far we have been able to staff by advertising farther afield, by using contacts that people in the community have, and by utilizing the services of special recruitment programs.
- We have a number (estimated 6) retiring in the next five years and with normal turnover, I would expect to have to increase efforts to attract top quality candidates.

- Yes, there is a teacher shortage developing at the Junior/Senior High level in almost all subject areas. Our substitute teaching list can barely handle the shortcomings in the division and they get plenty of work. We have found that recruiting teachers at the Junior/Senior High level has to be intense and advertised in other provinces. The qualifications of the teachers in the shortfall areas are often not acceptable. 1991/92 will hopefully see a stabilization in our jurisdiction, especially at the Junior/Senior High level. Over three to five years, we will face turnovers again, and do anticipate the heaviest movement at this same level.
- Shortage is developing especially in specialized areas. May need to curtail, limit programs. Distance Education an option. Asking boards to enable superintendents to offer incentives for moving expenses/relocation expenses, etc.
- Fewer applicants are applying for open positions!
- We are receiving fewer applicants in all areas.
- The shortage is definitely becoming real (two jurisdictions).
- For 1991/92: expect to be able to meet our shortfall that results from resignations. For the next three to five years: greater difficulty in filling vacancies because of increasing numbers retiring and growing districts absorbing the excess supply.
- There appears to be difficulty in recruiting specialized areas (but that does not necessarily reflect a change from what was the case in past years) especially in Special Education and Music/Band areas. Some difficulty experienced this year in finding suitable candidates in Math and Science at the Junior/Senior High level. Because of proximity to Edmonton, we likely experience less problems in recruiting than further outlying areas in the province.

Respondents not anticipating a shortage: 16

Comments:

- No teacher shortage developing; we will be reducing the number of teachers required.
- We don't foresee any problem at this time.
- Because of Strathcona County's proximity to Edmonton, we will not experience teacher shortages similar to more rural areas. We expect to attract sufficient applicants over the next three years to meet our needs. In preparation for three to five years from now we are, through our Strategic Plan, investigating alternatives for maintaining a sufficient supply of teachers.
- As our student population declines, so will the teacher population. We predict a surplus of teachers. We are also increasing the PTR which also affects the number of teachers needed.
- There has not been a noticeable shortfall in the supply of teachers because of our proximity to Edmonton. We are able to provide a sufficient number of substitutes to the schools at the present time. There has been no change other than the number of "good" to "great" candidates for teaching positions. I would predict that in the next three to five years, we may not be able to be as selective in some subject areas as we have been in the past.
- No shortage. We don't expect any problems in teacher supply.
- No serious shortfall.
- No problem.
- Due to our location we have little difficulty filling our positions. St. Albert is an attractive place to teach.
- No shortage forecasted. Jurisdiction in favorable location (proximity to Edmonton and on Calgary-Edmonton corridor). Able to recruit from other areas. Definite need to increase numbers of Alberta graduates in French Immersion programs. Financial incentives required. We have had difficulty in recruitment of qualified school counsellors/psychologists.

- I think our district will not feel the effects of a teacher shortage as much as those areas further away from major centres. We are fortunate to be close enough to Edmonton to still be able to attract many candidates.
- No shortage is developing. Probably this is due to teachers wanting to live in Edmonton or close to it.
- Teachers are looking to move closer to larger centers and I don't anticipate any difficulties with supply in the next few years.
- We have detected no shortage.
- No.
- Anticipate no more difficulty than in the past - our difficulties are related to the large urban districts' difficulties - when they are in a bind, they recruit from us, then we have difficulties.

No response: 3

VII. ZONE FOUR RESULTS

1990/91 Teacher Hiring: Zone Four (17 Respondents)

Total 1990/91 Staff:	2,322.0	**Vacancies as of Sept. 1/90:**	0
New Teachers:	248.8	**Letters of Authority: Sept/90:**	7
Percent New Teachers:	10.7%	**Sept/89:**	4

If you had teacher vacancies you could not fill, please list the subject area and grade level of each unfilled position.

Yes: 0 **No:** 17

Areas/frequency: Some difficulties with French Immersion, but recruited at the last minute to a vacant position.

How many teachers holding letters of authority (LAs) did your hire for Fall 1990? (See above table) In what areas (subjects or grade levels)?

Respondents hiring LAs: 5 **Respondents without LAs:** 12

Areas/frequency: French Immersion: 1; Senior High IOP: 1; Typing 10: 1; Japanese: 1; Band/English: 1; Junior High Physical Education/Elementary Language Arts: 1; Resource Room (Division II): 1; Grade Two (pending completion of documentation for interim certificate): 1.

Do you have a shortage of substitute teachers?

Yes: 8 **No:** 9

Areas/frequency: Industrial Arts: 3; French Immersion: 2; French: 3; Music/Band: 2; Secondary Math and Sciences: 2; Secondary grades: 1; Physical Education: 1; Secondary English: 1; Vocational Education: 1; Chemistry/Physics: 1; Home Economics: 1.

Comments:

- No real shortage of a serious nature - sometimes it is difficult to fill position if there is an unusual demand.
- We are not able to hire for subject areas.

What adjustments did you make to deal with positions that were unfilled or for which there were no suitable applicants? (Check all that apply.)

Adjustments: 2 **No adjustments:** 15

Areas/frequency:

0 Increased class size.
0 Cancelled courses.
0 Delayed program implementation.
1 Re-assigned teachers.
0 Increased teaching load of administrators.
0 Increased split grades.
0 Delayed retirements or other leaves.
1 Combined positions.
0 Arranged substitute coverage while continuing to search.
0 Hired applicants less qualified or less suitable than usual.
1 Other. **(Specify:)**
- We discontinued our Early Retirement Incentive Policy, effective September 1990.

Please comment on the impact of any adjustments you have made:

- We have a vacancy right now in a music position. We will likely reassign staff to fill this. We may drop our Band program as a result. This position was very difficult to fill last spring!

Did you make any adjustments in your efforts to recruit teachers this year? (Check all that apply.)

Adjustments: 8 **No adjustments:** 9

Areas/frequency:

8 Started teacher recruitment earlier in year.
5 Increased efforts to recruit Faculties of Education graduates.
5 Increased efforts to recruit out-of-province teachers.
1 Increased efforts to recruit teachers who have been away from teaching for a few years.
1 Offered incentives to attract teachers. **(Describe:)** Moving allowance.
3 Other. **(Specify).** Took part in Career Fair at the University of Alberta.
- We are much more flexible regarding arranging interviews - many were held evenings or weekends for the convenience of applicants.
- Checked with other school boards for available candidates.

Please comment on the impact of any adjustments you have made to teacher recruitment.

- Hired some teachers earlier.
- We advertise positions on a provincial scale (Calgary *Herald*, Edmonton *Journal*, Lethbridge *Herald*) and actively recruit from the universities' "jobseekers" list.
- We were very satisfied with the results. All positions were staffed by June 30, 1990.
- We felt that the early staffing/ad listing of positions with the universities helped greatly. We were able to conclude our staffing quite early.
- We were not as successful in Alberta universities as in previous years. We were very successful in Saskatchewan.
- Had marginal impact on the availability of teachers for recruitment.

Compared to the last 2-3 years, are there any areas (subjects and/or grade levels) in which the number of applications you receive for teaching positions is noticeably:

Abundant: 9 **Specify Areas:** Elementary Generalists: 5; Physical Education: 4; Social Studies: 2; All areas except French, Special Education, Math, Science: 1.

Scarce: 12 **Specify Areas:** Chemistry: 4; French Immersion: 3; French: 3; French (Second Language): 2; Special Education: 2; Music/Band: 2; Math/Science: 2; Secondary Science: 1; Secondary Language Arts: 1; High School Math/Physics: 1; Junior High Physical Education (females)/Science: 1; Counselling: 2; Industrial Arts: 1.

Growing: 5 **Specify Areas:** Physical Education: 3; Elementary Music: 1; Special Education: 1; Early Childhood: 1; Biology: 1; Social Studies: 1; Language Arts: 1; French: 1.

Decreasing: 8 **Specify Areas:** French: 2; French Immersion: 1; Special Education: 1; Music: 1; High School Science: 1; Vocational Education: 1; Industrial Arts: 1; Qualified Administrators: 1; Early Childhood: 1; English: 1; Sciences: 1; Physical Education: 1; Counselling: 1.

Is a teacher shortage developing in your jurisdiction and will you be able to continue to handle any expected shortfalls in the supply of teachers? Please comment with regard to what you see happening next year (1991/92) and in the next 3-5 years.

Respondents anticipating a shortage: 6

Comments:

- It is possible that in the time frame indicated, many of our younger, more mobile teachers will be attracted to job vacancies in larger centres. This will have an impact on our need to recruit new people. The key issue, it seems, may not be the availability of "certified" people, but the availability of well-qualified people in specialized areas such as senor high school math, science, business education, industrial arts and vocational education. (Other issues will also concern us in the personnel area - i.e., implementation of Provincial mandates such as "program continuity" in the elementary where we have an older, more stable staff who are not trained or open to new philosophies of teachers practice).
- Like many jurisdictions, the average age of our teachers is now in excess of forty years. Our enrollment is beginning to grow slowly after a period of staff reductions, and this trend is forecast to continue for the next four to five years. Our greatest area of concern remains the availability of qualified French (Second Language) teachers, although we anticipate increasing difficulty in hiring a Band teacher (Junior High) for 1991/92, and Junior/Senior High Science and Math teachers, and specialty areas in Vocational/Industrial Education in subsequent years.
- Music, French teachers seem to be a shortfall.
- I feel that we will have to recruit very early to fill vacancies. This year we hired a Science teacher from New Brunswick and a Music teacher from the Northwest Territories. We even had some difficulty with hiring a grade 3-4 teacher for a combined class in one of our small rural schools. Teachers initially interested in some of our openings were grabbed up by larger centre.

- As teacher supply decreases, and as more teachers are from urban centres of Edmonton and Calgary, fewer teachers will want to come out to remote areas. Our salary scales will need to increase (difficult when agriculture is suffering). We will need to recruit teachers from outside the province, where surplus teachers exist. We will need to emphasize our strengths (small classes, attractive facilities, student and parent support). We hope this works.
- No major shortage of teachers anticipated for 1991/92. The five years thereafter will see shortages of teachers with specialization in French and Special Education.

Respondents not anticipating a shortage: 6

Comments:

- Due to our location, I feel there is not an immediate concern. However, the small high schools require persons who have a "general" background not found in many graduates (e.g., combination of Math/Physics/Chemistry and maybe Physical Education).
- We have seen no evidence there is a teacher shortage. I am optimistic that in the next three to five years, all teachers will be able to get employment. I am aware of several new teachers who were unable to get employment other than to go up north.
- I don't anticipate any major problems, due to our location. However, I am a little concerned about High School Chemistry/Physics and French Immersion.
- Since January 1st, we have received over 500 applications ... many are from practicing teachers, but I don't expect to have a shortage here (at least not within the next few years).
- Do not see trend at this time. Received over 1,000 applications last Spring.
- No teacher shortage.

Respondents uncertain about a shortage: 2

Comments:

- Crystal Ball gazing is for those like Frank Feather who predicted three years ago there would be no gas price increase.
- Too early to assess, with difficulty of change of superintendents.

No response: 3

VIII. ZONE FIVE RESULTS*

1990/91 Teacher Hiring: Zone Five (16 Respondents)

Total 1990/91 Staff:	1,810.0	**Vacancies as of Sept. 1/90:**	16
New Teachers:	246.3	**Letters of Authority: Sept/90:**	7.4
Percent New Teachers:	13.6%	**Sept/89:**	4.3

If you had teacher vacancies you could not fill, please list the subject area and grade level of each unfilled position.

Yes: 2 **No:** 14

Areas/frequency: Home Economics (Junior/Senior High): 1; Counselling (Junior/Senior High): 1; French Immersion: 1; French (Junior High): 1; Assistant Director - Computer Services: 1.

Comments:

- Position was filled in the second week of September. We were originally seeking a teacher with a math/science major. However, the non-response to our efforts led us to reorganize assignments within and settle for a beginning teacher with a minor in science. While it isn't really what we wanted, it has worked out satisfactorily.
- September 1st vacancies due to increased enrollments.
- Some difficulty was experienced in recruiting Senior High sciences and French teachers. We did not interview the number and quality of applicants we would have liked to.

How many teachers holding letters of authority (LAs) did you hire for Fall 1990? (See above table) In what areas (subjects or grade levels)?

Respondents hiring LAs: 3 **Respondents without LAs:** 13

Areas/frequency: French Immersion: 5; French (Junior High): 1; Elementary Generalists: 2; Home Economics: 1; Teacher Librarian: 1; Special Education: 1.

Do you have a shortage of substitute teachers? In what areas?

Yes: 9 **No:** 7

Areas/frequency: All areas: 3; French: 3; French Immersion: 2; Junior High: 1; Senior High: 2; Home Economics: 2; Music/Band: 2; Vocational Education: 2; Art: 1; Industrial Arts: 2; Junior/Senior High Math, Science, Computer Science: 2; Secondary Math/Science: 1; Chemistry: 1; Physics: 1; English as a Second Language: 1.

* excluding the Calgary school boards

What adjustments did you make to deal with positions that were unfilled or for which there were no suitable applicants?

Adjustments: 6 **No adjustments:** 10

Areas/frequency:

0 Increased class size.
1 Cancelled courses. **(Specify:)**
- Senior High French (placed students on Distance Education).

2 Delayed program implementation.
3 Re-assigned teachers.
1 Increased teaching load of administrators.
0 Increased split grades.
0 Delayed retirements or other leaves.
0 Combined positions.
3 Arranged substitute coverage while continuing to search.
4 Hired applicants less qualified or less suitable than usual.
1 Other. **(Specify:)**
- One vocational teacher is teaching Mechanics and Machine Shop.

Please comment on the impact of any adjustments you have made:

- Too early to tell, but appears to be going well.
- With a school system the size of ours (four teachers) and its geographic location, staffing has been a problem this past seven months. So far, we've benefitted more from luck than from recruiting practices.
- Position was cut due to declining enrollment.
- Offered two French Immersion contracts where teachers were completing their degrees.

Did you make any adjustments in your efforts to recruit teachers this year? (Check all that apply.)

Adjustments: 11 **No adjustments:** 5

Areas/frequency:

8 Started teacher recruitment earlier in year.
5 Increased efforts to recruit Faculties of Education graduates.
8 Increased efforts to recruit out-of-province teachers.
1 Increased efforts to recruit teachers who have been away from teaching for a few years.
1 Offered incentives to attract teachers. **(Describe:)**
- Some consideration is being given to offering incentives.

3 Other. **(Specify:)**
- We were hiring right until the start of school.
- Placed additional ads.
- Sent two teachers away to upgrade their French.

Please comment on the impact of any adjustments you have made to teacher recruitment.

- Successful in Senior Math and Science; also Band and French.
- We have done a lot more work in this area and still had difficulty meeting our needs. We advertised across Canada for several positions.
- I feel that we received more applications this year although many of them were not the quality candidates we saw in previous years.
- The moves met the needs of the assignments (sending teachers away to upgrade their French).
- Advertised over a larger area.

Compared to the last 2-3 years, are there any areas (subjects and/or grade levels) in which the number of applications you receive for teaching positions is noticeably:

Abundant: 9 **Specify Areas:** Elementary Generalists: 6; Physical Education: 3; Social Studies: 1; English: 1.

Scarce: 11 **Specify Areas:** French: 7; French Immersion: 2; Special Education: 3; Senior High Math/Science: 1; Math: 1; Senior High Science: 1; Chemistry: 1; IOP: 1; Vocational Education: 1; Industrial Arts: 1; Sciences: 1; Math: 1; Music: 1.

Growing: 0 **Specify Areas:** None mentioned

Decreasing: 9 **Specify Areas:** French: 3; Music/Band: 3; Science: 2; Home Economics: 1; Math/Science: 1; Special Education: 1; Physics: 1; Elementary Generalists: 1; Physical Education: 1.

Is a teacher shortage developing in your jurisdiction and will you be able to continue to handle any expected shortfalls in the supply of teachers? Please comment with regard to what you see happening next year (1991/92) and in the next 3-5 years.

Respondents anticipating a shortage: 10

Comments:

- Yes, there is a teacher shortage. For 1991/92 - Math teachers (10, 20, 30), Science teachers. In three to five years: Math and Science teachers, Librarians, Industrial Education teachers.
- The number of practicum students available to rural jurisdictions has been reduced substantially. We expect great difficulty over the next few years in attracting enough quality teachers to fill our needs if the universities maintain their quota systems. We are in an increasing population area and have had to increase our efforts in recruitment substantially last year. We may need to ask for letters of authority in the future to fill our substitute teacher needs and some special area needs.
- Personally, I believe that either a shortage of "good" teachers is developing, or we have an abundance of teachers in the urban areas who will not consider moving to remote areas. I specified "good" above because we did receive applications from people I considered to be "sub-marginal."
- I am concerned about fewer teachers wishing to teach in our rural area and worry about replacing those who leave for the brighter lights of larger centres.

- Have some concerns, especially French.
- Other than the one subject area (French), with a few adjustments we have been able to find a teacher (sometimes not the best quality). As we expand our French Immersion program beyond elementary, we feel we will have serious difficulty in finding bilingual teachers for a junior high program.
- A shortage is developing. We will probably not have a major problem filling positions next year, but unless things turn around in terms of supply (which seems unlikely) I suspect there will be major problems in the next five years. Noticeable in the last couple of years was the increasing number of offers we had to make to fill all our positions; in more than one case, we had two applicants turn down a position for something closer to major centres. Also, the quality of the Alberta applicants seemed considerably lower than the past in many cases.
- There is a teacher shortage starting to occur as we are consistently competing with larger boards (i.e., Calgary Public). We may be hiring on spec for next year and at an earlier date.
- It is becoming increasingly more difficult to secure the services of specialty teachers at the senior high school level. We very nearly had to terminate instruction in French at one of our schools, and were only fortunate to hire a teacher after a concerted effort in advertising. Employment and Immigration Canada make it exceedingly difficult to recruit from out-of-country. Restrictions on foreign teachers entering the country need to be substantially relaxed. Political policy reactions to a problem such as this are very slow indeed.
- Anticipate we will be able to fill needs in most positions (we receive many applications from Saskatchewan and Manitoba). We expect difficulty in specializations - French, possibly Music.

Respondents not anticipating a shortage: 3

Comments:

- We receive unsolicited applications annually from several hundred well qualified people for several vacancies - no teacher shortage.
- The shortage is not imminent, thanks to our ideal geographical location.
- Because of our proximity to Calgary, the situation is good and is likely to remain so.

Respondents uncertain about a shortage: 2

Comments:

- The movement of teachers from Saskatchewan and Manitoba helped us.
- Due to our location, we attract excellent applicants (this may not continue).

No response: 1

IX. ZONE SIX RESULTS

1990/91 Teacher Hiring: Zone Six (21 Respondents)

Total 1990/91 Staff:	2,717.0	**Vacancies as of Sept. 1/90:**	13
New Teachers:	207.4	**Letters of Authority: Sept/90:**	4
Percent New Teachers:	7.6%	**Sept/89:**	1

If you had teacher vacancies you could not fill, please list the subject area and grade level of each unfilled position.

Yes: 0 **No:** 21 **Areas:** (None identified)

How many teachers holding letters of authority (LAs) did your hire for Fall 1990? In what areas (subjects or grade levels)?

Respondents hiring LAs: 4 **Respondents without LAs:** 17

Areas:

- Intinerant strings teacher.
- Junior High Language Arts/Special Education (was temporary pending receipt of Alberta certification).
- Music (but she will likely be receiving a teaching certificate).
- Letter of authority temporary until Alberta certification received.

Do you have a shortage of substitute teachers? In what areas?

Yes: 12 **No:** 9

Areas/frequency: Science: 4; Math: 4; French//French Immersion: 4; Secondary (all areas): 3; All Areas: 1; Junior High: 1; High School Physical Education: 1; Business Education: 1; Industrial Arts: 1.

Comments:

- All areas are short but we have sufficient to get by. Our substitute teachers are asked to do all levels and they generally do, but we have none who like or are prepared for most Junior/Senior High subjects.
- Our supply of substitutes is considerably reduced in all areas, but most seriously in Grades 7 to 12. The quality of available substitutes is also seriously diminished.

What adjustments did you make to deal with positions that were unfilled or for which there were no suitable applicants? (Check all that apply.)

Adjustments: 4 **No adjustments:** 17

Areas/frequency:

0 Increased class size.
0 Cancelled courses.
0 Delayed program implementation.
1 Re-assigned teachers.
0 Increased teaching load of administrators.
0 Increased split grades.
0 Delayed retirements or other leaves.
0 Combined positions.
0 Arranged substitute coverage while continuing to search.
2 Hired applicants less qualified or less suitable than usual.
1 Other. **(Specify:)** Offered French by Distance Education rather than in class.

Please comment on the impact of any adjustments you have made:

- We cannot offer the quality of French instruction we would like in some schools.
- Untrained personnel are assigned to counselling at the High School.

Did you make any adjustments in your efforts to recruit teachers this year?

Adjustments: 14 **No adjustments:** 7

Areas/frequency:

9 Started teacher recruitment earlier in year.
6 Increased efforts to recruit Faculties of Education graduates.
10 Increased efforts to recruit out-of-province teachers.
0 Increased efforts to recruit teachers who have been away from teaching for a few years.
0 Offered incentives to attract teachers. **(Describe:)**
4 Other. **(Specify:)**
- Now advertise for jobs so that I can pull teachers away from other districts (sometimes).
- Hired more from substitute list.
- Greater financial resources spent on recruitment.
- Paid moving costs for a teacher from Quebec.

Please comment on the impact of any adjustments you have made to teacher recruitment.

- No significant impact at this time.
- Increased the pool of applicants.
- By hiring top teacher graduates early in January (we feel very strongly about this potential). More applications for positions were received. Depleted substitute list. Recruitment has become more difficult and time consuming. Hard to find the good candidates.
- If a teacher resignation comes early, I have no problem. Summer recruitment is a problem.
- Spent more money advertising; ads in Regina *Leader Post*.
- More time is needed (i.e., central office staff must spend an increasing amount of time and effort on teacher recruitment and selection).
- Note: For French Immersion, I used the L.E. Remillard Corporation.
- The sooner you can start recruiting, the easier it is to fill positions. Our only real problem this year was with French (Second Language).

Compared to the last 2-3 years, are there any areas (subjects and/or grade levels) in which the number of applications you receive for teaching positions is noticeably:

Abundant: 9 **Specify Areas:** Elementary Generalists: 5; Social Studies: 4; Secondary English: 3; Physical Education: 3; Business Education: 1; Biology: 1; Humanities: 1.

Scarce: 17 **Specify Areas:** French: 8; French Immersion: 2; French (Second Language): 2; Special Education: 4; Industrial Arts: 4; Music/Band: 3; Secondary Science: 2; Chemistry: 2; Physics: 1; Counselling: 1; IOP: 1; English: 1; Home Economics: 1; Most specialities: 1.

Growing: 1 **Specify Areas:** French: 1.

Decreasing: 6 **Specify Areas:** Secondary Science: 3; Math: 2; Junior/Senior Special Education: 2; Early Childhood: 1; All areas: 1; Music and other fine arts: 1.

Is a teacher shortage developing in your jurisdiction and will you be able to continue to handle any expected shortfalls in the supply of teachers? Please comment with regard to what you see happening next year (1991/92) and in the next 3-5 years.

Respondents anticipating a shortage: 10

Comments:

- A teacher shortage has not impacted upon us to any great extent at this time, but there are indications of a shortage developing (e.g., fewer applications for advertised positions and fewer applicants for the substitute teacher list). We will be advertising and recruiting earlier and probably across the province as well as out-of-province if the situation worsens.
- Although we don't have a shortage per se, at the present time, it is increasingly difficult to recruit French (Second Language) Special Education, and the other "specialties." If the teacher supply decreases considerably in the next few years, we will have more difficulty competing with urban jurisdictions for well-qualified candidates.
- Possible difficulties in Junior/Senior High French, Math, Chemistry, Physics.
- Problems continue to exist in hiring of school administrator.
- The number of candidates/applicants will continue to decline. The substitute teachers will increasingly be pressed into service (therefore, less qualified substitute teachers available). There will be much greater teacher mobility during the course of the school year. There will be increased teacher mobility at the year's end. The Sciences (Chemistry and Physics) along with Math and Industrial Arts will be the first areas of teacher shortages. Different strategies for recruitment/selection/placement will have to be employed. More resources will have to be expended not only for recruitment/selection/placement but also for development and maintenance.
- French and Band remain difficult areas to recruit for.
- I fear what I am about to write, but in my experience, except for French teachers, I do not see a teacher shortage.

- We are definitely starting to experience a teacher shortage. A far higher percentage of our current applicants already have teaching jobs and wish to "upgrade" (which generally means moving to the city from a rural area) than was the case a few years ago. The local supply of teacher candidates is much smaller than even two years ago. In effect, virtually every qualified local person who wants to teach has a job in one of the Medicine Hat school jurisdictions. The few exceptions to this rule are pretty "marginal" applicants with poor work records or other serious limitations. This past year we received only a few applications from The University of Calgary and almost none from the University of Alberta.
- There will be a large number of retirements in the next five years.
- I will need to become more active in "enticing" teachers to our district - will be increasing our public relations and actively taking a more noticeable profile in recruitment.

Respondents not anticipating a shortage: 7

Comments:

- We have not seen any evidence of a teacher shortage yet. Apparently, we should be expecting one.
- The next year should be similar to this one (not too bad). However, in three to five years, I am predicting an acceptable number of applicants will continue to be available, but probably at the expense of less central or smaller communities. Also, it is apparent that already the number of "top quality" applicants is slowly decreasing and we are accepting more "average" candidates.
- No (only two teachers in system).
- At the present time, I have found recruitment to be reasonable, providing resignations come early in the year. For rural areas, I foresee greater difficulty in recruitment.
- I do not expect a major problem in the short term.
- I haven't felt any indication of teacher shortage - either in recruits for full-time positions or substitutes. Practical Arts are difficult to fill. I sense a decrease in teacher mobility. In our area, we are just beginning to move into a wave (10) of 55-60 year old teachers who may qualify for early retirement - hence, some openings upcoming. We interviewed several top prospects this summer. Good teachers are available.
- No.

Respondents uncertain about a shortage: 4

Comments:

- Without applicants from Saskatchewan, we might have been short.
- I do not foresee a problem initially. However, if Education Faculties place a restriction, I do foresee difficulties. Also, the problem of many certified teachers who refuse to teach in rural areas creates the shortage condition. Possibly, special i ncentives may be required.
- We received a number of applications from well qualified teachers from Saskatchewan. Without this supply, we would have been short in French and Special Education. Unless more French and Special Education teachers graduate in Alberta, we will have to look increasingly to other areas, primarily Saskatchewan (two jurisdictions).

X. MAJOR URBAN BOARDS RESULTS

1990/91 Teacher Hiring: Major Urban Boards (4 Respondents)

Total 1990/91 Staff:	12,988	**Vacancies as of Sept. 1/90**	219.8*
New Teachers:	1,243	**Letters of Authority: Sept/90:**	13
Percent New Teachers:	9.6%	**Sept/89:**	8

* Due to enrollment increases. Most of these positions were filled just after school started.

If you had teacher vacancies you could not fill, please list the subject area and grade level of each unfilled position.

Yes: 2 **No:** 2

Areas/frequency: French Immersion: 2; Visual Impairment: 0.5.

How many teachers holding letters of authority (LAs) did you hire for Fall 1990? In what areas (subjects or grade levels)?

Boards with LAs: 3 **Boards without LAs:** 1

Areas/frequency: Hebrew: 3; Arabic: 2; Modern Languages: 2; Early Childhood: 1; Teacher Librarians: 1; Elementary Generalists: 1; Special Education: 1.

In what areas (subjects and/or grades) if any, do you have a shortage of substitute teachers?

Yes: 4 **No:** 0

Areas/frequency: French/French Immersion: 4; Industrial Arts: 3; Chemistry: 2; Home Economics: 2; Vocational Education: 2; English as a Second Language: 1; Biology: 1; General Sciences: 1; Physics: 1; Secondary Math/Science: 1.

What adjustments did you make to deal with positions that were unfilled or for which there were no suitable applicants?

Adjustments: 3 **No adjustments:** 1

Areas/frequency:

2 Delayed program implementation. **(Specify:)**
- Delayed program implementation - Itinerant teacher for visually impaired; specialist not available.
- Delayed program implementation - Social Studies/Science - open area/team teaching position.

1 Hired applicants less qualified or less suitable than usual.

Comments:

- Position offered to a person who turned it down, who was exceptional and decided to attend graduate school instead. As it turned out, the position was cut due to decline in enrollment. Offered two French Immersion contracts where teachers were completing their degree.
- We have a large pool of applicants and replacement teachers with which we were able to accommodate our needs. The two exceptions were positions in French Immersion that were advertised.

Did you make any adjustments in your efforts to recruit teachers this year?

Adjustments: 3 **No adjustments:** 1

3 Started teacher recruitment earlier in year.
2 Increased efforts to recruit Faculties of Education graduates
2 Increased efforts to recruit out-of-province teachers.

Comments:

- Advertised two positions in French Immersion. We have a large pool of applicants and replacement teachers with whom we were able to accommodate our needs. The two exceptions were the two positions in French Immersion that were advertised.

- We obtained extra files on French and bilingual candidates graduating from Quebec and New Brunswick universities.

Compared to the last 2-3 years, are there any areas (subjects and/or grade levels) in which the number of applications you receive for teaching positions is noticeably:

Abundant: 3 **Specify areas:** Upper Elementary English; Secondary Social Studies.

Scarce: 3 **Specify areas:** Japanese; Special Education; Behaviour Adaptation; Hearing & Visually Impaired; Bilingual French teachers.

Growing: 0

Decreasing: 3 **Specify areas:** French/French Immersion: 2; Music: 2; Industrial Arts: 1; Home Economics: 1.

Is a teacher shortage developing in your jurisdiction and will you be able to continue to handle any expected shortfalls in the supply of teachers? Please comment with regard to what you see happening next year (1991/92) and in the next 3-5 years.

Respondents anticipating a shortage: 2

Comments:

- Our concerns lie mainly in the areas as indicated earlier. These would include French Immersion, possibly Industrial Arts and Instrumental Music. We will probably look at recruitment of experienced teachers to a greater extent than we have in previous years.
- We are optimistic that we are being more proactive in this area and assume that with the necessary revisions to our recruiting time and locations, we will meet the demands except in those areas which are highly specific and scarce such as Behaviour Adaptation, Hearing and Visually Impaired, Vocational Education, etc.

Respondents not anticipating a shortage: 1

Comments:

- No decline of quality of applicants.

Respondents uncertain about a shortage: 1

- No noticeable shortage of teachers to date. The substitute list is our barometer of teacher supply. We had a few days last year when we could not find enough substitutes. This is the only slight indication we have had of a teacher shortage.

Alberta
EDUCATION

Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2

October 4, 1990

To All Superintendents

Dear Superintendents:

We are following up on the 1989 CASS survey on teacher vacancies and recruitment with a brief questionnaire to assess the changes in the teacher supply and demand situation in Alberta.

This information is critically important to determine whether a teacher shortage is developing in the province, to what extent boards are able to cope with any shortages, and whether provincial initiatives to increase the supply of teachers need further consideration.

Please complete and return the enclosed questionnaire by November 5, 1990, to the Corporate and Fiscal Planning Branch, Alberta Education, 11160 Jasper Avenue, 3rd Floor East Devonian Bldg., Edmonton, Alberta T5K 0L2 or by fax at 422-5255. We plan to have a report on the results by the end of November.

Your assistance in this important initiative is very much appreciated. If you have any questions as you prepare your response, please contact Elaine Solez or Pat Ehman, Corporate and Fiscal Planning Branch, Alberta Education at 427-2991.

Sincerely yours,

Gary Zatko
Assistant Deputy Minister
Planning & Information
Services Division

Marvin Bruce
Executive Director
Conference of Alberta
School Superintendents

Enclosure

Fall 1990 Follow-up Survey of Superintendents on Teacher Supply and Demand

Jurisdiction_____Contact_____Phone_____

1. How many teachers (FTE) are employed by your jurisdiction this school year (90/91)?_____
2. How many teachers (FTE) did you hire this school year?_____
3. How many teacher vacancies (FTE) did you recruit to this school year?_____
4. How many teacher vacancies (FTE) did you have when school started in September 1990?_____
5. If you had teacher vacancies you could not fill, please list the subject-area and grade level of each unfilled position:

6. How many teachers holding letters of authority did you hire for Fall 1990?_____

   In what areas (subjects or grade levels)?

   How many teachers holding letters of authority did you hire last year (1989/90)?_____
7. In what areas (subjects and/or grades), if any, do you have a shortage of substitute teachers?

8. What adjustments did you make to deal with positions that were unfilled or for which there were no suitable applicants? (Check all that apply.)

   _____no adjustments required
   _____increased class size
   _____cancelled courses (please list cancelled courses)_____
   _____
   _____delayed program implementation/expansion (specify program(s) delayed)_____
   _____
   _____re-assigned teachers
   _____increased teaching load of school administrators
   _____increased split grades
   _____delayed retirements or other leaves
   _____combined positions
   _____arranged substitute coverage while continuing to search
   _____hired applicants less qualified or less suitable than usual
   _____other (specify)_____

Please comment on the impact of any adjustments you have made.

9. Did you make any adjustments in your efforts to recruit teachers this year? (Check all that apply.)

_____no adjustments were needed
_____started teacher recruitment earlier in year
_____increased efforts to recruit Faculties of Education graduates
_____increased efforts to recruit out-of-province teachers
_____increased efforts to recruit teachers who have been away from teaching for a few yrs.
_____offered incentives to attract teachers (describe)_____
_____
_____other (specify)_____

Please comment on the impact of any adjustments you have made to teacher recruitment.

10. Compared to the last 2-3 years, are there any areas (subjects and/or grade levels) in which the number of applications you receive for teaching positions is noticeably:

_____abundant (specify areas)_____
_____scarce (specify areas)_____
_____growing (specify areas)_____
_____decreasing (specify areas)_____

11. Is a teacher shortage developing in your jurisdiction and will you be able to continue to handle any expected shortfalls in the supply of teachers? Please comment with regard to what you see happening next year (1991/92) and in the next 3-5 years.

Thank you for taking the time to complete this questionnaire. Please **return** the questionnaire by **November 5, 1990** to: Corporate and Fiscal Planning Branch, Alberta Education, 3rd Fl., East Devonian Bldg., Box 35, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2; Fax: 422-5255. Contact Elaine Solez or Pat Ehman at 422-4037 if you have any questions.